



FALL QUINOA TABBOULEH

Kitchen

EST. TIME 45 minutes SEASON fall TYPE cooking 

GRADE 7 | LESSON #6

? ESSENTIAL QUESTION(S)

- How can local seasonality influence traditional cultural dishes from around the world?
- How can the appearance, smell, and taste of a dish be described?



MATERIALS

- ☐ Recipe
- ☐ Handouts / Visual Aids
- ☐ Equipment
- ☐ Ingredients
- ☐ Tableware
- ☐ Cleaning Tools

Abc VOCABULARY

- Tabbouleh
- Mezze
- Quinoa

✓ ASSESSMENT

- Observational checklist

PREPARATION (30 MINUTES)

Gather materials, equipment, and ingredients listed in the lesson materials section. Pre-cook the quinoa. On a stove top, heat olive oil and liquid (water, or broth for extra flavor) over medium heat until it comes to a boil. Salt the water, add the quinoa, and stir. Bring it back to a boil then turn down the heat to low and simmer, covered, until the quinoa absorbs all of the water (about 20 minutes). Remove it from the heat and set aside for 10 minutes, still covered, to allow quinoa to fully absorb water and become fluffy. Quinoa takes about 2 cups of liquid to every 1 cup of quinoa. Also, 1 cup of dry quinoa equals about 3 cups of cooked quinoa. Quinoa can be stored in a sealed container in the refrigerator for a few days.

TEACHER BACKGROUND

Tabbouleh is a cold Mediterranean salad that is often served as part of “mezze,” similar to a selection of appetizers. Tabbouleh is typically made with bulgur but in this lesson will be made with quinoa. Quinoa has been cultivated in South America for years but has recently grown in popularity due to its nutty taste, health benefits, and its easy preparation.

LESSON DESCRIPTION

In this lesson, students will be introduced to tabbouleh, a cold salad from the Mediterranean. They will learn how to prepare quinoa and the health benefits of quinoa before learning to chop and measure the rest of the ingredients for the salad. When the salad is combined, they will enjoy the salad together and discuss how the recipe may be altered to include local ingredients during different seasons throughout the year.



Caution:
Contains tree nuts.

*Create
Your Own!*

Use the lesson
template to create
your own and
share with us!

LEARNING OBJECTIVES

Content Learning Objectives

CFT.7.1 Utilize taste sensations: sweet, sour, bitter, and salty in a series of lunch items for the class.

CFT.7.2 Describe the relationship between culinary arts and sight, smell, and taste. Use traditional world cuisines as examples.

HC.7.1 Demonstrate an understanding of how seasonality influences traditional cultural dishes.

HC.7.3 Relate seasonality to availability of ingredients.

RC.7.1 Compare and contrast recipes from various world cultures.

RC.7.3 Follow a recipe with increased independence and make modifications with the ingredients.

KTE.7.1 Use tools introduced in previous grades independently.

KTE.7.2 Name, identify, locate, and safely use new tools/equipment.

KTE.7.3 Match tools to tasks and explain selection process.

KTE.7.4 Demonstrate ability to use tools and equipment independently.

New Tools: Stove, pots, pans, skillets, steamer insert, and griddle

Life Skills Learning Objectives

CLS.4 Students appreciate and are respectful of differences and diversity in their communities.

ACADEMIC STANDARD CONNECTIONS

Social Studies: Geography, Cultural Traditions, Diversity and Community.

HEALTH STANDARD CONNECTIONS

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.



LESSON MATERIALS

Materials for

Lesson Introduction

- ☐ **Fall Quinoa Tabbouleh,**
Emerils.com
(recipe, 1 copy
per small group)

Handouts

- ☐ Image of a mezze
(1 copy per small group
or projected)
- ☐ Image of a quinoa plant
(1 copy per small group
or projected)

Visual Aids

- ☐ White, red, and
black quinoa grains

Equipment

- ☐ 3 large mixing bowls
- ☐ 3 wooden spoons
- ☐ 3 small mixing bowls
- ☐ 3 whisks
- ☐ 6 sets of
measuring cups
- ☐ 3 sets of measuring
spoons

Ingredients

- ☐ 9 cups cooked quinoa
- ☐ 3 cup toasted walnuts
- ☐ 1 ½ cup pomegranate
seeds
- ☐ 1 ½ cup walnut oil 1 cup
apple cider vinegar
- ☐ 6 tablespoons honey
- ☐ 3 teaspoon pomegranate
molasses
- ☐ 1 ½ teaspoon sumac
- ☐ kosher salt and freshly
ground pepper to taste

Check the Garden for:

- ☐ 3 medium bunches flat
leaf parsley (to equal
3 cups finely chopped)
- ☐ 3 medium apples,
preferably Honey Crisp
or Pink Lady (to equal
3 cups cored and diced)
- ☐ 3 small red onions
(to equal 1 ½ cup
finely diced)

Materials for

Enjoying the Food

- ☐ 3 serving spoons
- ☐ Bowls
(1 for every
student)
- ☐ Spoons
(1 for every
student)

Materials for Cleaning Up

- ☐ Dish soap
- ☐ Scrubber
(for dishes)
- ☐ Drying rack
- ☐ Kitchen towels
- ☐ Sponge
(for counters)
- ☐ Broom and
dustpan

PREPARE TO COOK (5 MIN)

Have students tie hair back, wash hands, put on aprons (if relevant) and take their seats.

RECIPE INTRODUCTION (10 MINUTES)

1. Introduce to students that they will be making a Mediterranean salad called **tabbouleh**. The word tabbouleh is derived from the Arabic word *tabil*, meaning “seasoning” or more literally “dip.” Connect to prior knowledge in **Lesson #4: Researching Nutrients**.
2. Show an image of a traditional mezze and explain that tabbouleh is traditionally served as part of a **mezze** in the Arab world, though variations are made by the Armenians and Turks and its popularity is growing in Western cultures too.
3. Show students an image of a **quinoa** plant. Explain that it is a whole grain that originated in South America and is grown for its edible seeds. After harvest, the outer coating of the seeds are removed and then the seeds are cooked like rice.
4. Show students what uncooked white, red, and black quinoa look like. Explain that while there are 1,800 different varieties, these are the 3 that are most common. We will be cooking with white quinoa because it has the most neutral flavor while the red and black quinoa are bolder and earthier tasting.
5. Explain that you have pre-cooked the quinoa that they will use for this recipe.

REVIEW FAMILIAR SKILLS (3 MINUTES)

1. Divide each table into 2 groups of 5 students. Explain to students that one group will be chopping the fruits, vegetables, herbs, and nuts while the other will be measuring the ingredients for the dressing. Each group will be observing the other to learn the full method for the recipe.
2. Review safe use of tools and equipment, reminding students of where to find and how to collect the tools their group will need.
3. Have students work as a team to retrieve all tools and bring them back to their cooking station. When students have returned to their seats, deliver knife buckets to tables.

CHOPPING GROUP	MEASURING GROUP
<ul style="list-style-type: none"> • 5 cutting boards • 1 large mixing bowl • 1 wooden spoon • 1 set of measuring cups 	<ul style="list-style-type: none"> • 1 small mixing bowl • 1 whisk • 1 set of measuring cups • 1 set of measuring spoons

DEMONSTRATE NEW TOOLS AND SKILLS (6 MINUTES)

1. Model for students where to find, how to gather and how to prepare each of the ingredients. Review knife safety and model how to finely chop parsley, how to core then dice an apple, how to chop walnuts, and how to finely dice an onion.

DIVVY UP TASKS (6 MINUTES)

1. **Chopping Group:** Remind students to wash their parsley and apple before they begin. On your cue have the group follow the chopping instructions. Students may place their chopped ingredients into the large mixing bowl when they are finished.
2. **Measuring Group:** Have students pour all measured ingredients in the small mixing bowl and mix well with a whisk. Remind students to return their ingredients to the proper storage location.

CHOPPING GROUP	MEASURING GROUP
<ul style="list-style-type: none"> • 1 bunch of flat leaf parsley, finely chopped to equal 1 cup • 1 large apple, cored and diced to equal 1 cup • 1 cup toasted walnuts, chopped • 1 small red onion, finely diced to equal ½ cup 	<ul style="list-style-type: none"> • 1/2 cup pomegranate seeds • 1/2 cup walnut oil • 1/3 cup apple cider vinegar • 2 tablespoons honey • 1 teaspoon pomegranate molasses • 1/2 teaspoon sumac • kosher salt and freshly ground pepper to taste

- ✓ 3. Provide students with time in their small groups to divide then execute tasks before returning their attention back to the whole group. As students work, use the cooking and cleaning observational checklist to assess students' mastery of cooking skills.



If you clean as you cook, your tools will be ready the next time you need them, you will have more space to cook and you won't have so many dishes to clean after you enjoy!

COOK! (3 MINUTES)

1. Have a student from the measuring group collect 3 cups of cooked quinoa for the table. Model for students how to carefully add the quinoa to the parsley, apples, walnuts, and onion and mix well with a wooden spoon. Then model for students how to toss the quinoa with the dressing to let it sit before serving.
2. Provide students time for small groups to work together to complete these tasks before returning their attention back to the whole group.

ENJOY! (5 MINUTES)

1. Have students find and gather bowls, spoons, and the serving spoon their group will need to serve the quinoa tabbouleh. Have students work as a team to retrieve all items and bring them back to their cooking station.
2. Explain that each student will serve himself or herself from the bowl and then pass the bowl to the left, ensuring that there is enough for everyone at the table to have a taste. Ask students wait until everyone is served before eating.
3. On your cue, students can enjoy the tabbouleh with classmates.
4. As students enjoy the tabbouleh, explain how tabbouleh is traditionally made (with bulgur, a whole grain from the Middle East) rather than quinoa, and tomatoes rather than apples. Parsley and onion are common in tabbouleh and are often accompanied by mint, olive oil, lemon juice, and salt instead of walnut oil, apple cider vinegar, honey, sumac, along with pomegranate seeds and molasses.
5. Ask students to consider how the appearance, smell, and taste of this dish they created may compare to that of the traditional version described. Challenge students to consider further how world trade and the exchange of ideas and goods has influenced traditional dishes in different regions.

CLEAN UP (5 MINUTES)

1. Review clean up tasks, such as washing dishes, wiping cooking station, sweeping floor around cooking station, etc. Model how to put any parsley, apple, or onion scraps in the compost. Provide students time in small groups to divide then execute tasks before returning their attention back to the class.
- ✓ 2. As students work in their small groups, remember to use the cooking and cleaning observational checklist to assess student mastery of cleaning skills.

REFLECT (5 MINUTES)

1. Recognize individual student behaviors aligned with being the best for themselves, the community, and the environment. Ask students to reflect on the value of diversity as it relates to their experiences in class that day.
2. Challenge students to consider not only how this dish may change with traditions around the world but also how it may change with the seasons in your area. For homework, ask students to write a simple recipe for a winter or spring tabbouleh that could be made with ingredients growing in the garden at that time.

CONNECTIONS TO GARDEN LESSONS

Use apples and onions from the garden. Add in other produce from the garden, such as sugar snap peas, corn, or cherry tomatoes. Deliver compost to the garden. As you enjoy, trace ingredients back to the garden.

POSSIBLE EXTENSIONS

Community: Share the Fall Quinoa Tabbouleh with school administration and staff with recipe cards.

ADDITIONAL RESOURCES

- A Brief History of Tabbouleh, Lebanon's National Food
<https://theculturetrip.com/middle-east/lebanon/articles/a-brief-history-of-tabbouleh-lebanons-national-food/>
- My Jewish Learning, Tabbouleh
<http://www.myjewishlearning.com/recipe/tabbouleh/>
- *Modern Flavors of Arabia: Recipe and Memories from My Middle Eastern Kitchen* by Suzanne Husseini
- *Flavors from the French Mediterranean* by Gerald Passedat

MEZZE

*Did you know
tabbouleh is
traditionally
served as part
of a mezza?*

DESCRIPTION

Mezze is a selection of small dishes and is often served at the beginning of multi-course meals. The word “mezze” comes from the Persian word mazze, meaning “taste, snack.” Depending on the region, mezze could consist of hummus, olives, cheeses, melons, nuts, rice-stuffed leaves or vegetables, raw meatballs, dried cured pastrami, pita bread, yogurt with herbs, cucumber or garlic, as well as other cold salads.



QUINOA PLANT

Did you know quinoa is closely related to beetroot and spinach?

DESCRIPTION

Quinoa is known for its nutty taste and superfood qualities, such as its high protein content. It has the perfect balance of all nine amino acids essential for human nutrition. This complete protein is rarely found in plant foods, though it is common in meats. Quinoa also offers a good dose of fiber and iron.

Quinoa has been cultivated in the Andes for over 5,000 years (and was called “the mother grain” or “the gold of the Incas” but its popularity has grown recently because of its nutritional value and it is easy and quick to cook

